

TAREA BLOQUE VI. SECUENCIA DIDÁCTICA

UNIT 5

I DON'T LIKE CARROTS!

JUSTIFICATION: This is a very important topic to children to interiorize some healthy habits and to be conscious of the importance of a healthy diet. Forth level of Primary Education.

TIMING: First term, Fifth fortnight. Four sessions composed of an hour of duration each one.

DIDACTIC AIMS: By the end of this lesson, pupils are expected to:

- A)Express personal likes and dislikes
- B)Distinguish between healthy and unhealthy food
- C)Identify some food and the different mealtimes
- D)Be aware of the importance of following a healthy diet

BASIC COMPETENCES: Competence to autonomy and personal initiative and Linguistic competence

CONTENTS

*** CONCEPTS:**

- Food
- Mealtimes
- Healthy and Unhealthy food

*** PROCEDURES:**

- Identification of basic vocabulary of this unit
- Expressing likes and dislikes
- Identification of the different mealtimes
- Listening and understanding of a song
- Distinguishing between healthy and unhealthy food

*** ATITUDES:**

- Valuation of the importance of having a healthy diet
- Interest in use the foreign language in classroom activities

CROSS-CURRICULAR ISSUE AND EDUCATIONAL VALUE:

Healthy Education: The values of a balanced diet

ACTIVITIES

* FIRST SESSION

- **Introduction/ Motivation activity.** Pictionary. The teacher will draw on the blackboard the middle part of a picture of one piece of food. Students have to identify it. **Grouping:** The whole class. **Objective:** C. **Timing:** 15min

- **Previously acquired knowledge activity.** I like it!. The teacher will show some flashcards of food to the students. Then the teacher will ask them *Do you like..carrots?* At the same time he shows the flashcard of carrots. Students have to answer with yes I like or No, I don't like it.

Materials: flashcards of food. **Grouping:** The whole class. **Objective:** A. **Timing:** 15min

- **Development activity.** "There's a beetle in my salad" song. The teacher will play the song "There's a beetle in my salad", and they listen to this three times. Along with the song the teacher will show the different flashcards of food and insects.

Materials: flashcards of food and insects. **Grouping:** The whole class. **Objective:** C. **Timing:** 15min

- **Development activity.** Where is the grasshopper? The teacher will put the food flashcards on the blackboard. Students have to put the insects in the correct place according to the song. E.g: *there's a beetle in my salad.*

Materials: flashcards of food and insects. **Grouping:** The whole class. **Objective:** C. **Timing:** 15min

*SECOND SESSION

- **Development activity.** Create your song! With the same structure of the "There's a beetle in my salad" song, students have to invent a rhythm with food and insects. Then they have to show it to the class helped by the flashcards.

Materials: flashcards of food and insects. **Grouping:** The whole class. **Objective:** C. **Timing:** 15min

- **Development activity.** Do you like pizza? Students will draw on a sheet, a picture of a food that they like on one side, and another that they don't like, on the other side. And then they have to show it to their partners and say: *I like....., but I don't like.....*

Materials: worksheet. **Grouping:** Individual work. **Objective:** A and C. **Timing:** 15min

- **Development activity.** Pre-listening activity. Where is little bell bee? The teacher will show the students the flash cards of the story of Little Bell Bee to introduce the characters, and will ask them to try to order them before listening to the story.

Materials: flashcards of the story. **Grouping:** The whole class. **Objective:** D. **Timing:** 10min

- **Development activity.** While-listening activity. While the teacher is telling the story, students have try to put the flashcards of the story in order.

Materials: flashcards of the story. **Grouping:** The whole class. **Objective:** D. **Timing:** 10min

- **Development activity.** Post-listening activity. In a worksheet, students have to draw their favourite character and colour it. Then they have to make a sentence with the food his/her character likes.

Materials: sheet of paper. **Grouping:** Individual work. **Objective:** A and D. **Timing:** 10min

***THIRD SESSION**

- **Development activity.** The Nutrition Poster. In groups of three or four pupils, they have to bring to the class some magazines of supermarkets. They have to cut out the different pieces of food and stick them on a card, grouping them in fruits, vegetables, fish, meat and drinks.

Materials: scissors, card, glue. **Grouping:** groups of 4. **Objective:** B and C. **Timing:** 20min

- **Development activity.** Am I a banana? In this game, the teacher will put a card on the forehead of one student. He or she has to try to answer what food it is by asking his/her partners.

Materials: flash cards. **Grouping:** the whole class. **Objective:** C. **Timing:** 15min

- **Development activity.** Role play. In pairs, students will simulate a situation in which they explain what they like, and what they don't like. *E.g: Do you like pizza? Yes, I like. I like pizza but, I don't like cheese.*

Grouping: In pairs. **Objective:** A and C. **Timing:** 15min

- **Development activity.** Vegetable or fruit? The teacher will put on the blackboard some pieces of cards of different colours: green for vegetables, red for fruits, blue for meat and fish, yellow for drinks and orange for others. Children have to write below one piece of food for each category.

Materials: flash cards. **Grouping:** the whole class. **Objective:** C. **Timing:** 10min

***FOURTH SESSION**

a) Reinforcement activities:

- Write the names. In a worksheet students have to write the names of the different food.

Materials: sheet of paper. **Grouping:** Individual work. **Objective:** A and D. **Timing:** 10min

- My lunch. Students have to draw on a sheet of paper a plate with some healthy food, and other plate with unhealthy food.

Materials: sheet of paper. **Grouping:** Individual work. **Objective:** B and C. **Timing:** 15min

b) Extension activities:

- My diet. Students have to write in a grid on their notebooks what they usually eat in the different meals. Then they have to explain it to the class, and the others have to think if their diet is healthy or unhealthy.

Materials: notebooks. **Grouping:** Individual work. **Objective:** B and D. **Timing:** 10min

- Crossword. Students have to complete the crossword answering the sentences about food. Next they copy the words on their notebooks.

Materials: worksheet. **Grouping:** Individual work. **Objective:** C. **Timing:** 15min

c) Synthesis activity:

- Let's speak. A guided conversation about the unit and healthy and unhealthy food.

Grouping: the whole class. **Objective:** B and D. **Timing:** 10min

***ASSESSMENT CRITERIA:** I will assess the children's ability to:

- Express personal likes and dislikes
- Distinguish between healthy and unhealthy food
- Identify some food and the different mealtimes
- Be aware of the importance of following a healthy diet

